

## **Intent**

Our aim is to provide all our children with an ambitious, exciting, relevant and coherently planned knowledge led curriculum. It is designed to meet the individual needs of all our children, expanding their knowledge, social capital, cultural capital and key skills. Whilst ensuring it covers the statutory requirements set by the Department for Education, we also encompass cognitive science and the wider world of pedagogic theory into our classroom practice alongside embracing and promoting the opportunities within our locality. Our unique curriculum ensures coherence and smooth transition across our Trust providing a curriculum from the age of 2-16.

We want all our pupils to develop 'powerful knowledge' through the subject curricula. Each subject domain has a carefully planned out and structured method of ensuring pupils develop the knowledge they need to understand the world - but also develop skills which enables pupils to use this knowledge to make a positive difference and succeed in every subject (metacognition).

We offer rich and varied activities built around Sweller's Theory of Cognitive Load to ensure we broaden children's horizons, prepare them with key life skills and encourage them to be responsible for their own learning and development.

We recognise the importance of developing employability skills and work very closely with local businesses including our Trust sponsors BAE Systems, Wax Lyrical Uk, GSK and many more to ensure our children have the best preparation for their working life when they leave education.

The curriculum is all the planned activities which we organise in order to promote acquiring knowledge concepts, personal growth and development. It includes, not only the relevant formal requirements of the EYFS and National Curriculum, but also the curriculum guarantees we, as a school, develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential no matter what their starting points.

## **Values**

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and

responsible learners who know how best they learn and how best to improve. These are the core values of our school, upon which we have based our curriculum:

-  We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
-  We organise our curriculum so that we promote co-operation and understanding between all members of our community.
-  We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school.
-  We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

## **Aims**

The aims of our school curriculum are:

-  To enable all children to learn and develop their skills to the best of their ability.
-  To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
-  To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
-  To create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
-  To develop pupil's resilience in a happy and safe learning environment.
-  To ensure that each child's education has continuity and progression.
-  To enable children to contribute positively within a culturally diverse society.
-  To enable all children to have respect for themselves and others and work co-operatively with others.
-  To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
-  To deliver a curriculum that encourages respect for the environment and society.

At Parkside we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered, the children will, at a level appropriate to

their age and prior attainment, be able to be:

**Successful** – by acquiring knowledge and skills to be:

-  Creative thinkers;
-  Problem solvers;
-  Good question askers and learn by their mistakes;
-  Good collaborators;
-  Secure in their knowledge from the world and how it is shaped;
-  Motivated to learn.

**Confident** – by having a secure:

-  Sense of identity;
-  Good relationships with all members of their community;
-  Emotional awareness;
-  Knowledge of right and wrong;
-  Understanding of organizational skills;
-  Awareness of a healthy lifestyle;
-  Understanding of risk awareness;
-  Understanding of how to develop their strengths, talents and ambitions;
-  Confidence and willingness to try new things.

**Responsible** – by developing their ability to be:

-  Well prepared for life and work;
-  Enterprising;
-  Able to respect others and understand their own and others' cultures and traditions;
-  Able to understand what it means to be British and will appreciate diversity;
-  Able to challenge injustice;
-  Recognising how to sustain and improve the environment;
-  Able to try to change things for the better.

## **Organisation, spacing and Planning**

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum whilst encompassing cognitive science and the wider world of education research such as Rosenshine's principles of instruction. We plan and sequence the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure

that children develop the knowledge and skills they need to become confident, self motivated learners, who can engage with and solve challenges innovatively. We agree a long term plan for the whole school and each key stage. We have a clear focus on subject disciplines as each subject domain is carefully planned for using Alex Bedford's spacing techniques to ensure we teach, leave and return to key concepts which strengthens memory. We review our long term plan on an annual basis. Our medium term plans and knowledge organisers give clear guidance on the knowledge that we are developing within each subject.

## **Assessment**

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as learners, ensuring high levels of expectation. Our whole school approach is focused on assessment for learning and pupils progress is evaluated by meeting, not meeting or exceeding key learning objectives against national end of year expectations. Assessment takes place through daily, weekly monthly and half termly reviews, effective questioning to check for understanding and formal assessments across the year.

### **Assessing Pupil Progress in the Foundation Stage**

During the Early Years our teachers record the skills of the pupils. The Development Matters Guidance and Early Learning Goals are used to assess children's progress during the year.

## **Curriculum leadership**

Our curriculum has clear curriculum leadership led by the Head and managed by the Senior leadership team. Within the school's organisation class teachers take on the responsibility for leading on groups of subjects in pairs.

It is the role of subject leader to:

-  Provide a strategic lead and direction for their subject ensuring appropriate coverage of the curriculum and our learning guarantees.
-  Support and offer advice to colleagues on issues related to their subject.
-  Monitor pupil progress.
-  Provide efficient resource management.
-  Keep up to date with developments in their key area of learning at both national and local levels.
-  Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
-  Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
-  Lead sustainable improvement through supporting colleagues and others.
-  Reviewing curriculum plans for their key areas ensuring there is full

coverage of the National curriculum and that progression is planned for.

- 🌱 Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- 🌱 Evaluate teaching and learning and assessment within their subjects.
- 🌱 Audit, order and manage resources to enhance learning experiences for the pupils.

## Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum. The SLT and subject leaders monitor lesson plans, moderate pupil work, conduct learning walks in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement. Our Local Academy Committee is responsible for monitoring the way the school curriculum is implemented.

This policy will be reviewed: September 2022

Agreed by Staff:

Date : September 2020

Signed:



\_\_\_\_ (Headteacher)

Agreed by Local Academy Committee:

Date \_\_\_\_\_

Signed : \_\_\_\_\_ (Chair of LAC)